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ABSTRACT

This document discusses a reorganization plan by which one large 1,600 student junior high school is being divided into three "schools within a school". The reorganization is taking place with the hope that with three "little schools", each with its own faculty team, a greater focus can be placed on the individual. The document begins by discussing the program rationale, the advantages of the three subschools over one unified school and the organization of a typical subschool. The document then discusses the 7th, 8th, and 9th grade curriculums and the methodology that will be used in teaching. Among the methods discussed are team teaching, inductive learning, and the inquiry method. Also considered in the document are the roles of the teacher and the counselor, scheduling, organizations and activities, student involvement, community involvement, program orientation, student discipline; and evaluation of the program, curriculum, students, and faculty. (Author/DN)

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EA 005 102

McKEESPORT JUNIOR HIGH SCHOOL
SCHOOL "C"

I Rationale for "schools within a school" concept

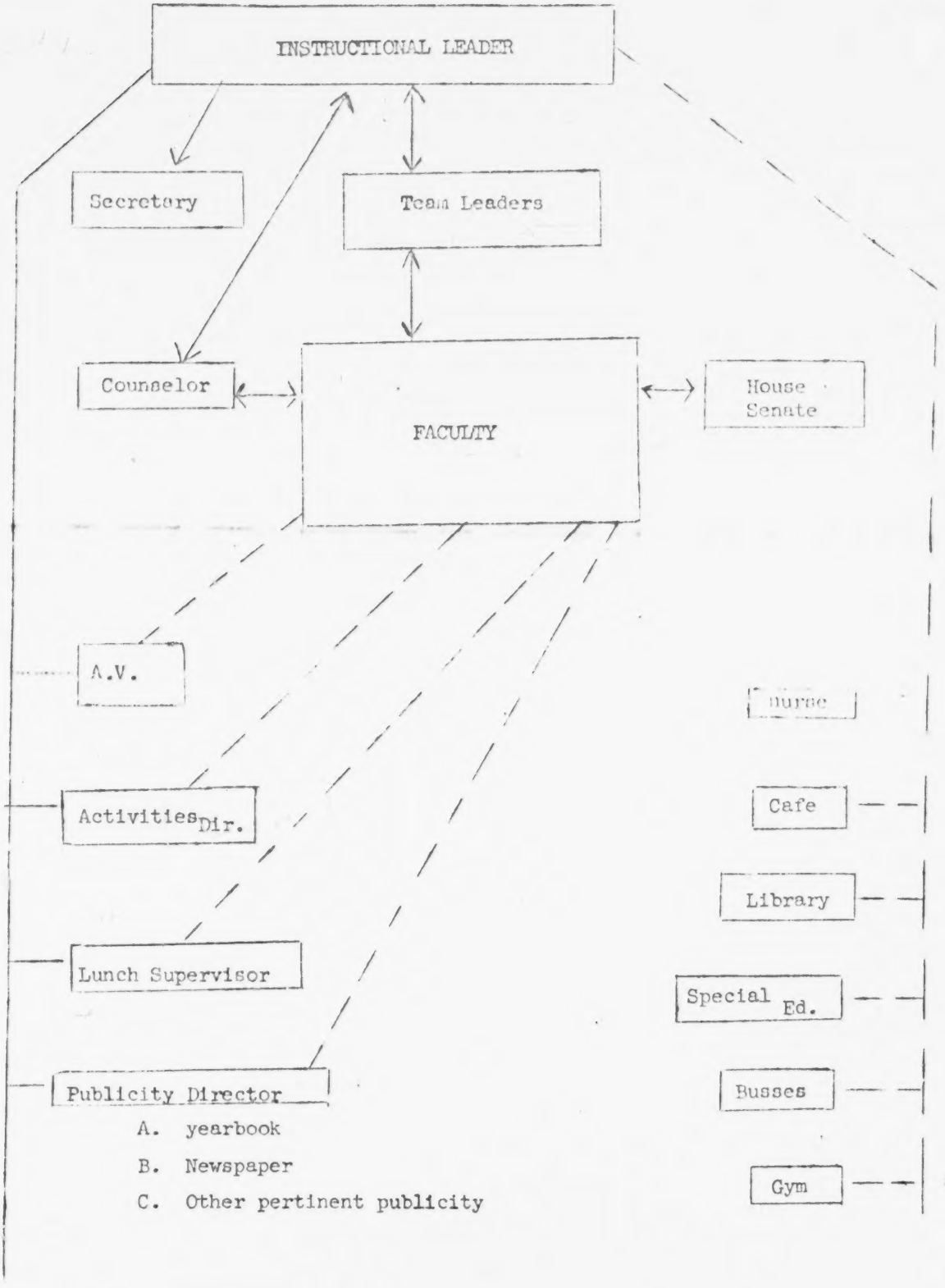
McKeesport Junior High School presently has an enrollment of approximately 1600 students. Fourteen per cent of the student body is black. The school is located on the fringe of the predomanantly black residential area. Up to the time of the implementation of the "schools within a school" concept, there were seventy-three faculty members teaching basically on grade levels but working as one large group. In addition to the teaching staff, there was a principal with two vice-principals and three guidance counselors.

Under the past organization, many needs of the students were not being met. Because of the large student body, the educational process was impersonal with an assembly-line approach. That is, students were seen as receptacles of knowledge wherein each teacher poured his share of wealth at which time the student moved to the next station to receive through a similar process. The school failed completely in terms of dealing with students as individuals and recognizing them as people with feelings and emotions. I might add, too, that faculty, dealing with each other in such large numbers, had great difficulty relating to one another and developing a harmonious, unified feeling. Finally, as the school became larger and more impersonal, the discipline problems increased in directly proportional amounts.

Recognizing these limitations of having one large junior high school, a "schools within a school" concept was proposed. The reorganization would create three schools from the one which had existed. Each school would have 500+ students which by design alone would begin to deal with some of the aforementioned problems. Each of the schools would have its own faculty, its own guidance counselor, and its own instructional leader, hereafter known as unit director. The counselor and unit director would comprise the leadership team for each school. This team will be responsible for identifying the educational, social, and emotional needs of their students; planning programs and possible curriculum changes to meet student needs and to get more involvement; establishing personal relationships with every student in that school; getting the faculty more involved in student issues and in the students as individuals; working with the community to increase their involvement and knowledge of school issues; and creating means by which the student can deal with human problems among different peoples.

By having these three "little schools", each with its own faculty team, a greater focus can be placed on the individual; more time can be devoted to him in terms of education and affect. Engendered feelings of belonging, of self worth, and of being worthy of recognition as an individual by others will arise among students.

School Structure



A. yearbook
B. Newspaper
C. Other pertinent publicity

II There are other advantages of the "schools within a school" concept which are not particular to any educational institution. Summarized they are:

1. Teachers may discuss in small groups problems that concern their own "little" school.
2. Teachers can work together more closely on individual problems of students.
3. Group guidance activities can be better integrated.
4. A feeling of belonging on the part of each boy and girl may be developed, even in a very large high school.
5. More cooperative planning of learning activities can be conducted.
6. Many traffic problems can be eliminated through careful location of the "little" schools in the building.[1]

Other purposes of the "little" schools relating specifically to a junior high school are:

1. Close relationships are established between the supervisor and the staff.
2. Teachers who work together with a limited number of students become better acquainted with individual student needs and interests.
3. There are more opportunities for student participation in activities.
4. There are more opportunities for students at all grade levels to participate in school life.
5. In the unit which includes all three grades, the seventh grade student may profit by the example of the more mature student and the ninth grade student has increased opportunities to assume leadership roles.
6. The unit organization retains all the advantages of the large school in terms of services and all-school organization.
7. It enhances the principal's role as educational leader.
8. The limited size of each unit makes it possible to carry out the faculty-team concept.
9. It provides better articulation between the small elementary school and the large junior high school.
10. The large total school enrollment is subdivided into units which are comprehensible to the student.
11. It emphasizes the unity rather than the separateness of the several subject departments.[2]

In determining how our "little" schools should be organized, there were two options: the horizontal alignment which would create three schools each of which would have included a single grade (example: 7th grade school, 8th grade school, 9th grade school), or the vertical alignment which would have seventh, eighth, and ninth graders in each one of the three schools. The faculty, counselors, and administrators decided on the vertical approach to reorganization.

The vertical approach has certain advantages over the horizontal. In such an alignment the seventh and eighth graders will become more involved in the little school activities and organizations. This was not the situation before the change. Also, the

younger students can profit by the example of the older students and the older students can assume more responsible and/ or leadership roles in the school. This could not be effected in a horizontal approach. Probably more important than any other advantage is the realization that students will remain in one school for all three of their junior high school years. This creates maximum personal involvement for both students and teachers in their interrelationships.

III Organizing the "little" schools

A. Names of the schools

Each of the schools was assigned a letter of the alphabet. Consequently, for purposes of designation, there are schools "A", "B", and "C". I am the unit director of school "C" and the counselor for this school is Miss Shirley Smith. Each of the unit directors and each of the counselors were placed together by mutual agreement. The role of the counselor will be discussed at length in a following section. A general description of the unit director's role is listed on the following pages.

B. Selection of staff

The selection of staff for school "C" was done primarily by the faculty itself. To create a situation where most could feel at ease and comfortable, the faculty was asked to write a letter to the one unit director of the three that he felt he could best work with and with whom he felt he could best help students. Before the time of the teachers' selections, everyone knew that each school would be vertically aligned thus eliminating the variable of "preferred grade level" in the selection process. Each teacher chose not knowing at which grade level he would or could be.

Also, before selection, I had an opportunity to discuss some of my ideas with several faculty members. I felt that if they had a general idea of how I was thinking. what my expectations are, and what part everyone played in the entire process, they would be in a better position to make a valid choice for themselves. As a result, all those who chose to work with me, chose me for much the same reasons as I would have chosen them.

I will mention a few characteristics that I sought in each teacher. Dealing with and discussing these traits will be reserved to areas such as methodology and curricula development, however. Flexibility is very important in a teacher. Primarily, flexibility is the ability to to change one's behavior, methodology, or curricula. It affords more freedom in the classroom for both teacher and student, for any time change is needed, it can happen without apprehension and without being burdened with traditionalism.

One's desire to experiment is also vital nurtured in the classroom in an atmosphere in which students feel confident enough to share their ideas and beliefs. Positive reinforcement of students' expressing of their feelings and attitudes, and positively reinforcing individuality induces a creative cli-

Job Description

Little School Instructional Leader

1. To be responsible for the development of faculty supervision and in-service programs of his school.

2. To be responsible for the organization of parent and community groups to help advise the school on what they feel are the needs of the students and to communicate school programs to the community.

3. To be responsible for the discipline of his school by working closely with the faculty in preventing problems.

4. To be responsible for the counseling program of the school and work closely with the assigned counselor and teacher to achieve this end.

5. To be responsible for maintaining adequate supplies and instructional materials for the school.

6. To help select staff members involved with his school.

7. To be responsible for scheduling his school within the confines assigned time in shared areas. (cafe - gym - etc.)

8. To be responsible for developing a faculty senate for the purpose of reviewing the curriculum and activities program for the purpose of updating changing and innovating.

9. To work with the student to help provide a healthy school relationship condusive to good learning.

mate. The teacher's ability to be creative is so very important in terms of the students because the classroom teacher is often the ideal and/or identification figure for his students.

C. Orientation of staff

Several approaches were used to orientate the staff in general. Initially, faculty meetings were planned to discuss a "little" school concept and how this concept could be implemented in McKeesport. At one of these faculty meetings, a telephone contact was made to a principal of a school with this concept. He gave us invaluable information in terms of adopting such a program and in terms of some of his experiences in his own "little school" set-up.

Our large faculty was then divided into two teams of approximately eight people each. Each team was comprised of at least one administrative person and one counselor, and teachers from the various academic and special areas. The purposes of these two teams: to visit schools which currently are "schools within a school", to evaluate these programs, and to report to the general faculty what they have observed. These groups visited four school with such concepts and reported back to those faculty members who did not have the opportunity to go. It was felt that visiting these schools and seeing them functioning would create more interest and be more meaningful than hiring consultants to come and "tell" us about this type of organization.

Literature was also provided as resource material. The general faculty had an opportunity to read various articles and books on the subject and to discuss this material with their colleagues.

After this determination of which faculty members would work with me in school "C", I began my own orientation through a series of "little faculty" meetings and handouts which I shared with them. We began to deal with the "team concept" in teaching and guidance, the intensity with which we could concentrate on a smaller student body, and how we could develop methodology and curricula which would best meet the needs and motivational interests of the students. We, in school "C", have had three such meetings to date including one full day of in-service. We have established committees in the areas of curriculum and rules to get student, faculty, and community involvement. Working together as a smaller team has created in us a unifying factor and a feeling of belonging. Teacher and student attitudes toward school and toward dealing with each other appear to be improving tremendously in our group. Everyone has more energy and more interest in the task of improving the school and making it the best place to learn and to teach. This positive feeling is due, to a grwat degree, to the fact that everyone on some level is part of the decision making process. Having a say as to what and how things happen establishes a feeling of concern and dedication in those who share the power.

D. Assignment of Students

Students were assigned to each school on the basis of a feeder system of certain elementary schools. Each little school was assigned as the recipient of certain elementary schools. These elementary schools will always feed into the same "little" school. Hoping to have as random a sample of students from our district in each school, pains were taken to assign students to particular little schools so that although we may not strictly have random samples of our entire population of students, they are , at least, heterogeneous groups.

The elementary schools which feed into school "C" are the McCave, Third Street, Model, Archer, and Highland schools. Although there was bias in the selection process, these elementary schools, when placed together as a group in a little school, are very typical of the entire population.

Groups in our school will be heterogeneous by design. I was very much opposed to homogeneous grouping because it lacks two characteristics that heterogeneity possesses. In homogeneous situations students become labeled generally as good, average, or bad. In this system one becomes pigeon-holed into one of three categories and has no chance of movement among the three tracts. Also, I would not want to have the responsibility of making a decision, for example, as to whether a student is low average in ability or high in the poor tract. There are too many variables involved in this decision-making process, and once a student is labeled, he tends to react in ways detrimental to his educational and emotional growth. For example, students in higher tracts may begin to underachieve because they have already made it to the highest tract and feel no need to perform; their goal is already attained. The student in the lower tract is stigmatized because he has been judged to be inferior in academic ability; thus, any motivation that did exist is all but extinct once a student realizes he cannot improve in the eyes of the school.

Another drawback of homogeneous grouping for me is that it allows very little contact among students of different ability levels. Heterogeneity enhances another dynamic in the classroom - that of students helping other students to learn. The "faster" student feels gratified by being able and willing to help another, and the "slower" student relates more easily to peers and sees that people are willing to help. Both students profit by the fact that they can learn about people who might be different in terms of interests and motivation.

"In making a decision as to how to place or assign students to the various 'houses', one word of caution might be important for school administrators at this point. It is the judgement of the authors that each of the 'little schools' should truly be a cross section of the student body. Ability grouping by 'little schools' is not recommended because each of the units would then tend to be stereotyped as academic or non-academic, the 'bright' school or the 'slow' school. Many problems can arise if students and parents feel there has been any discriminatory judgements involved in the placement of students within the school's subdivisions. The authors have even experienced a few parents who are convinced that some discrimination has

taken place even where a random selection process has been employed. Organizing "little schools" around ability grouping also involves certain dangers to staff morale. A wise principle to follow is that no 'little school' unit should ever be allowed to become a 'dumping ground' for ability, scholastic, or behavioral problems. The entire program is enhanced if each 'house' encompasses a 'little of everything' so that all staff members share the problems, challenges, and excitement of the total job of public school teaching which is committed to the instruction of all children of all of the people. Although some administrators may be tempted to adapt the 'little school' approach to some existing 'track' program whereby one 'little school' contains the college preparatory group and another the vocationally-bound group, etc., this approach is strongly opposed by the authors. This is not to say, however, that a certain amount of ability grouping cannot be implemented within the 'little school' or for the entire school as a whole." [3]

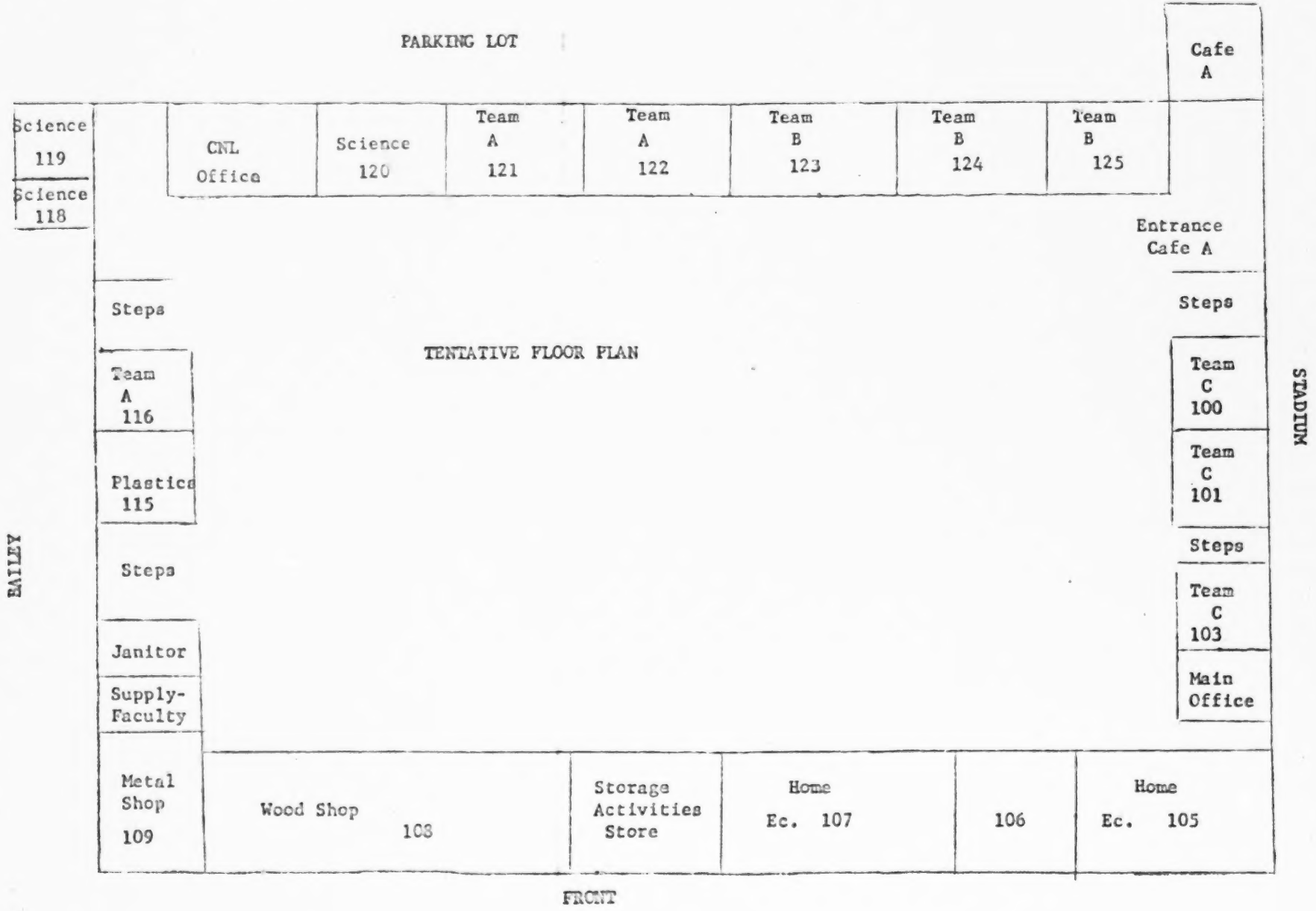
E. Physical Space

McKeesport Junior High School is an extremely large building containing three floors. Each school will have its own floor as much as is possible. However, there are some limitations. By assigning each school to a floor, the traffic problem is obviously lessened. Shared areas such as the gyms, the two cafeterias, the foreign language rooms, music rooms, industrial arts rooms, home economics rooms, and the library make it necessary for some traffic to exist between the floors.

School "C" will be on the bottom or first floor of the building. This school, because of the limited space, will also be the smallest of the three schools. Limited space is a result of the first floor housing two gymnasiums, two cafeterias, three industrial arts rooms, and two economics rooms. All these areas will be shared by the three schools with the exception of the two cafeterias. One of them will be used by school "C" only. This will give us some freedom in terms of scheduling our lunch periods. All the other shared areas which exist on our school's floor are close together and should not interfere with the individual identity of our school if good traffic patterns are created.

The first floor, school "C" proper, has twelve classrooms (the floor plan of the first floor is on the following page). I will have two additional classrooms (rooms 200 and 201) on the second floor to house my reading department and one classroom (room 302) on the third floor for my art teacher. Art is being housed on the third floor with the other two art rooms because each room has certain equipment peculiar to that room. By housing all three rooms together, the art teachers may elect to trade rooms to further enhance that work which they are doing.

The twelve classrooms in school "C" proper, the first floor, must house the three teams of teachers in our school. Each team is composed of an English, history, science, and math teacher with one of these teachers serving as team leader.


PARKING LOT
Cafe A
Science 119
Science 118
CNL Office
Science 120
Team A 121
Team A 122
Team B 123
Team B 124
Team B 125
Entrance Cafe A
Steps
TENTATIVE FLOOR PLAN
Steps
Team C 100
Team A 116
Plastics 115
Team C 101
Steps
Steps
Team C 103
Janitor
Main Office
Supply-Faculty
Metal Shop 109
Wood Shop 108
Storage Activities Store
Home Ec. 107
106
Home Ec. 105
BAILEY
STADIUM
FRONT

As indicated on the floor plan on the following page, the science department is housed together while the other faculty is arranged according to the team in which they are. Since we have only three rooms equipped for science classes, it was impossible to house the science staff with their individual teams.

Our physical education staff members (one male, one female) are housed in either gym. Since these gyms are shared areas, our physical education teachers will float between the gyms.

F. Objectives of our school

1) To promote student development of skills in the different academic areas, and to establish a general education background in required courses such as English, math, history, and science.

2) To develop the affective as well as the academic areas of the students.

3) To help the student gain a realistic insight into his capabilities and deficiencies so that he can better assess his educational and vocational plans.

4) To create courses of interest to the students so that they can broaden their knowledge in more areas than a typical schedule might allow. (These courses would take the form of mini-courses.)

5) To give opportunities for students to mature through an extra-curricular program of activities and organizations.

III. CURRICULUM (See attached sheets which follow)

A primary concern regarding curriculum is its relevance to the students. In our last couple faculty meetings we have been brain-storming what subject matter (excluding methodology) would be relevant to our students.

One of the concerns was expressed by a group of black students in our present ninth grade. They wanted more black issues included in the subjective areas. A committee was formed to investigate the issue and as a result our eighth grade American History will include more black contributions, and one option in history for our ninth graders will be a humanities-minorities course in place of Pennsylvania History.

Other suggestions made to gain student interest will be offered in the form of mini-courses. These do not appear on our curriculum sheets. A group of students, the house senate (see insert following curriculum), and the administrative team will arrive at a series of "small" courses which will be taught certain days a week for a given number of weeks. For example, there might be a great interest among students for a drug abuse mini-course. The course will be structured as to when during the week it will meet and how many weeks it will last. These courses are open for all students in our school.

Coring the curriculum is another way to demonstrate the relationship among the different subjects. Using the team approach makes it possible to relate all content areas to each other because the teams meet weekly to staff the students and to determine how they can intertwine their subject matters.

McKeesport Junior High School
1600 Cornell Street, McKeesport, Pa.
678-9506

SUBJECT REQUEST SCHEDULE
SEVENTH GRADE
1971-1972

All courses meet five periods per week for the entire year unless designated otherwise. Physical education includes two periods of gym and one period of health per week.

NAME _____ SEX _____ STUDENT # _____
Last First M.Initial

HOMEROOM NUMBER _____ DATE OF BIRTH _____ LOCKER # _____

ADDRESS _____

TELEPHONE NUMBER _____ AGE: September 1, 1971 _____

**Needs the approval of counselor and/or teacher

	REQUIRED			ELECTIVE	
X	ENGLISH	171		BAND A **	710
X	LIFE SCIENCE	271		BAND B **	711
X	WORLD HISTORY	371		ORCHESTRA **	712
X	MATH	471			
X	READING	571			
X	FINE AND PRACTICAL ARTS * _____				
	* Includes: Home Economics or Industrial Arts (18 weeks)				
	Art (9 weeks) Music (9 weeks)				
	BOYS' PHYSICAL EDUCATION AND				
	HEALTH (3 periods per week)	871			
	GIRLS' PHYSICAL EDUCATION AND				
	HEALTH (3 periods per week)	872			

PROGRAM OF STUDIES
EIGHTH GRADE
1971-1972

REQUIRED SUBJECTS

ENGLISH
UNITED STATES HISTORY
EARTH AND SPACE SCIENCE
MATH or ALGEBRA I *
READING and SPELLING

FINE AND PRACTICAL ARTS
-Home Economics or
Industrial Arts (18 weeks)
-Music (9 weeks)
-Art (9 weeks)

PHYSICAL EDUCATION (Regular or
Adaptive) - two classes per
week

ELECTIVE SUBJECTS

FRENCH I *
SPANISH I *
GERMAN I *
MIXED GLEE CLUB *
BAND A *
BAND B *
ORCHESTRA *

* Subject to the approval of the subject teacher or the counselor

McKEESPORT JUNIOR HIGH SCHOOL
1600 Cornell Street, McKeesport, Pa.
678-9506

SUBJECT REQUEST SCHEDULE
EIGHTH GRADE
1971-1972

NAME _____ SEX _____ STUDENT # _____
Last First Middle Initial

HOMEROOM NUMBER _____ DATE OF BIRTH _____ LOCKER # _____

ADDRESS _____

TELEPHONE NUMBER _____ AGE: September 1, 1971 _____

	REQUIRED			ELECTIVE	
X	ENGLISH	181		FRENCH I***	500
X	UNITED STATES HISTORY	381		SPANISH I***	530
X	EARTH AND SPACE SCIENCE	281		GERMAN I***	510
	MATH	481		MIXED GLEE CLUB***	720
	ALGEBRA I *	401		BAND A***	710
	READING	561		BAND B***	711
X	FINE AND PRACTICAL ARTS **			ORCHESTRA***	712
	**Includes: Home Economics or Industrial Arts (18 weeks)				
	Art (9 weeks) Music (9 weeks)				
	BOYS' PHYSICAL EDUCATION***	881			
	GIRLS' PHYSICAL EDUCATION***	882			
	BOYS' ADAPTIVE PHYSICAL EDUCATION***	840			
	GIRLS' ADAPTIVE PHYSICAL EDUCATION***	845			

* Needs the approval of counselor and/or teacher
*** Meets two periods per week

Parent's Signature _____

PROGRAM OF STUDIES
NINTH GRADE
1971-1972

REQUIRED SUBJECTS

ENGLISH
SOCIAL STUDIES (Select 2 of 3)
- -Government (One semester)
- -Economics (One semester)
- -Minorities-Humanities (One semester)

PHYSICAL SCIENCE
FUNDAMENTAL MATH or ALGEBRA I or
ALGEBRA I PART I or GEOMETRY *

PHYSICAL EDUCATION (Regular or
Adaptive) - 2 classes per week

* For those students who took
Algebra I in the eighth grade

ELECTIVE SUBJECTS

FRENCH I
FRENCH II
SPANISH I
SPANISH II
GERMAN I
LATIN I
MIXED GLEE CLUB **
BAND A **
BAND B **
ORCHESTRA **
ART - a study of the advanced techniques of art with emphasis on two and three dimensional design
MECHANICAL DRAWING - a study of the tools and graphic language as used in industry and their practical aspects and uses in everyday life (One semester)
PLASTICS - a study of the hand tools and power equipment used in the plastics industry with emphasis on work with plastics materials (One semester)
HOME ECONOMICS - instruction in the various areas of home economics with emphasis on sewing and cooking
CREATIVE WRITING - instruction in written communication skills with emphasis on the development of creative abilities (One semester)
SPEECH - instruction in oral communication skills with emphasis on discussion, speech making, and oral reading as well as listening techniques (One semester)
ECOLOGY - a study of the care and supervision of natural resources with emphasis on stream and air pollution (One semester)

** Subject to the approval of the subject teacher or counselor

McKEESPORT JUNIOR HIGH SCHOOL
1600 Cornell Street, McKeesport, Pa.
678-9506

SUBJECT REQUEST SCHEDULE
NINTH GRADE
1971-1972

NAME _____ SEX _____ STUDENT # _____
Last First M.Initial

HOMEROOM NUMBER _____ DATE OF BIRTH _____ LOCKER # _____

ADDRESS _____

TELEPHONE NUMBER _____ AGE: September 1, 1971 _____

	REQUIRED			ELECTIVE	
*	ENGLISH	391		FRENCH I	500
*	PHYSICAL SCIENCE	291		FRENCH II	501
	SOCIAL STUDIES (Choose 2 of 3)			SPANISH I	530
	GOVERNMENT (1 semester)	391		SPANISH II	531
	* ECONOMICS (1 semester)	392		GERMAN I	510
	MINORITIES - HUMANITIES (1 sem.)	393		LATIN I	520
	FUNDAMENTAL MATH	491		MIXED GLEE CLUB **	730
	ALGEBRA I - PART I	492		BAND A **	710
	ALGEBRA I	401		BAND B **	711
	GEOMETRY ***	402		ORCHESTRA **	712
	BOYS' PHYSICAL EDUCATION *	891		PLASTICS (1 semester)	741
	GIRLS' PHYSICAL EDUCATION *	892		MECHANICAL DRAWING (1 semester)	742
	BOYS' ADAPTIVE PHYSICAL EDUCATION *	840		HOME ECONOMICS	751
	GIRLS' ADAPTIVE PHYSICAL EDUCATION *	845		ECOLOGY (1 semester)	292
				ART	761
				SPEECH (1 semester)	192
				CREATIVE WRITING (1 semester)	193

* Meets two periods per week
** Subject to the approval of the counselor and/ or teacher
*** For those students who took Algebra I in the eighth grade

Parent's Signature _____

Treating curriculum in this manner, we give relevance to the content as observed by the student. Previously, relevance was discussed in terms of student interest and student reality; here, relevance takes on the meaning of being important because it is an integral part of the entire learning process.

All other information concerning curriculum can be obtained from the inserted sheets. These sheets will indicate what subjects are taught and which are required or elective. I purposely omitted student involvement and motivation which are directly influenced by relevant material. Both will be discussed a great length in the next section dealing with methodology. I chose to relate involvement and motivation in terms of methodology because in this area there is much more freedom, where as in curriculum too often we are bound by law or school district policy around the "what" of the curriculum. The "how" or methods afford us more freedom for experimentation.

IV. METHODOLOGY

We have been discussing methodology at all of our meetings. Generally, without regard to techniques, we have decided to avoid an old traditional method and to focus on one of the relatively innovative one. The traditional classroom dynamic has been for the teacher to lecture and for the student to absorb, write down, and retell that which was said at him. We plan to avoid this type of student-teacher "interaction". As a very viable alternative, we will become more discussion orientated to make the interaction more personal and affective. Breaking the class into smaller groups will create the atmosphere we desire. Smaller groups will not only increase involvement around student-teacher interaction, but will also create maximum interaction among the students themselves. These changes from the traditional will bring about a self-motivation process that did not exist generally on the part of the student. We should also realize a larger investment made by the student toward his classwork and his school because we, as educators, will demonstrate a concern for the student as an individual with social and emotional needs as well as academic ones. The result will be an atmosphere more condusive to learning for all.

A. Team Approach

This approach to learning will give us the opportunity to become more intensely involved with each student personally. Weekly, each team will meet to staff the students who are blocked around them (scheduling will be flexible enough to permit more such meetings if necessary). Here, teachers will discuss students who share a common bond, they all have this same group of teachers, and these teachers all have this same block of students. These teachers can share their observations of student's behavior and determine methods which they all can use to cope with him. They can discuss an individual's interests, maturity level, and emotional status; and then begin as a team to develop means to help the student and to create individual programmed instruction to meet his needs. The small group method will allow us to tend toward individualized instruction. In some areas such as reading and math, individualized instruction to meet individual needs will be the general method of instruction.

Since staffing is a new experience for our faculty, the counselor and I plan to meet with the separate teams and discuss the possibilities such staffings leave if the focus is one of a positive nature; what we can do to help the individual. This is one area in which the counselor is of immense importance. She can also, through the team, develop a "team concept" of guidance. The team and the counselor decide how to act and

react with an individual student, and thus he receives more intense help than is possible without the team.

B. Inductive Technique

We see learning as a change in behavior. Accepting this premise, the function of the school is to produce desirable change, and thus the role of the teacher becomes one of change agent. This represents a different view of the teacher's role as one of creating a situation in which learning can occur rather than the role of the teacher is a "teller".

Providing an atmosphere in which students can experience learning and make generalizations from those concepts which are learned is vital. Learning through experience and discovery rather than being told the necessary data is the inductive technique. This method to learning will be implemented in our science and math classes where less emphasis will be placed on the deductive approach.

> An inevitable question is: "Which is the better approach, the deductive or the inductive?" The response must be first that each has its place, and second, that research has not always provided a clear-cut answer. However, the preponderance of evidence, when other aspects of learning in addition to scores on achievement tests are considered, tends to favor inductive learning processes over deductive. As early as 1913 Winch attempted to discover whether one method was generally more desirable than the other. Those of his subjects who received their instruction via the deductive process did achieve better test scores than those taught by the inductive process when both were tested using familiar types of materials. However, when the materials were unfamiliar but relevant, the test scores of youngsters taught by the inductive method were superior to those taught by the deductive method. It would appear, then, that those children who learn generalizations by inductive processes will more likely be able to transfer the generalizations previously learned to new situations than those who develop their generalizations by deductive processes. Winch's findings have been repeated many times, yet there is much work remaining for interested investigators; the full effectiveness of these two approaches to classroom instruction has never been thoroughly explored. Nevertheless, the trend in instruction is very definitely toward the greater use of inductive procedures, examples being some of the recently developed national curriculum projects for the junior high school level such as the "Introductory Physical Science Course" and "From Subject to Citizen," produced by Educational Services, Incorporated; and the SMSG Mathematics Program, all of which exmpasize discovery methods.[4]

C. Inquiry Approach

Our science classes will begin to use this approach in the coming school year. Generally, inquiry begins with something the student can not explain, is permitted to collect data and build hypotheses, test these hypotheses out, and construct theories or generalizations from his experience.

> Schuman has identified three conditions which are absolutely essential to the successful use of inquiry procedures in the classroom. These factors are focus, freedom, and data.

> Focus refers to the fact that the pupil's attention must be directed to something he cannot explain or understand or to some meaningful problem. Whatever it is that occupies the pupil's attention should require accommodation prior to assimilation; he must be faced with a discrepancy for which his cognitive patterns are inadequate. The discrepancy, i.e., learning experience, must be selected carefully in order that the tension created will lead to action rather than to frustration and immobilization.
>
> The freedom to gather data, to test hypotheses, to pursue interesting leads even to the point of possible embarrassment is essential to inquiry. Without freedom there can be no inquiry worthy of the name. Freedom to inquire also means consideration and respect for the intellectual efforts of each child, including his right to err. Freedom is not to be equated with license, of course, and in the beginning the child may find his freedom difficult to handle, especially if he has been reared in the conventional classroom. The fact that learning to manage freedom -- or to ask probing questions -- is not easy for the child should not be cause for denying him the opportunity to learn.
>
> Data in large and satisfying amounts are essential for any inquiry procedure. The limitations to both intelligent inquiry and full intellectual development are apparent if the only experience, the sole source of data, is a textbook; consequently, a wealth of material is not a luxury, but a necessity.5

The flexible, open-ended, experiental approach that induction and inquiry require will do much to encourage creativity in each student.

V. ROLE OF THE TEACHER

A. The role of change agent has been previously discussed under the section on methodology (see IV, B)

B. As a helper

Also previously discussed was the role of the teacher as helper or facilitator. Through our development of curriculum and methodology we are avoiding roles of the teacher as "teller" and "fountain of knowledge" and focusing on his role of helping students to learn and helping create an atmosphere in which students are motivated and eager to learn. To be sure, the teacher is the key to the success or failure of our program. Quote (Schools Within A School, p. 42)

C. As a positive reinforcer

Another image we are trying to destroy is one of disciplinarian. We believe we can avoid this image by constructing rules which are fair, just, and pertinent (discussed under section on discipline) and by reinforcing positive attitudes and behaviors. The framework for our attitude has been the insert which follows entitled "Helping the teacher control classroom behavior."

HELPING THE TEACHER CONTROL CLASSROOM BEHAVIOR

At the same time he applied the rod behind the woodshed, Grandfather was also applying one of the basic principles of behavior modification: "behavior is influenced by its consequences." But today's psychologists are emphasizing tactics that Grandmother may have used with even more success: smiles, praise, and an occasional cookie for good behavior. She didn't call them "positive reinforcers," but she knew the method worked.

The trouble with punishment, explains PREP's new guide to behavior modification (RSS, Nov.9), is that "while it may cut down on questionable behavior, it doesn't necessarily create productive results." Sometimes, too, the child's desire for attention is greater than his dread of punishment. Once in a while it even makes him a hero in the eyes of his peers. For all these reasons, behavioral engineers today prefer to accentuate the positive.

"The more promptly reinforcement follows an act, the more effective it will be," suggests Drs. Edward Glaser and Irwin G. Sarason in PREP's kit No. 18, "Reinforcing Productive Classroom Behavior -- A Teacher's Guide to Behavior Modification."

What's a Positive Reinforcer? "These include smiles, pats, winks, verbel approval, tangible rewards, earned points and stars, and the appreciation of peers," explain the authors. "They are intended to encourage productive behavior. The only way to know if a reinforcer is positive is to observe its effects on the behavior that follows. If it increases the strength of the desired behavior, it is a positive reinforcer ..."

Shaping If a disruptive child refuses to do the kind of things you's like to reinforce, look for tiny steps in the right direction and reinforce those instead. For example, a child who disrupts the class by singing loudly can be positively reinforces for humming softly.

"This may seem somewhat unfair because even soft humming when the class in engaged in other tasks is not conductive to a productive classroom atmosphere. Yet, a gradual shaping process characterizes most of human development," observe the authors. "Skillful and patient shaping can ultimately prove to be highly effective."

Changing Reinforcers "Continued reinforcement of the same kind may lose its effectiveness." PREP cautions. "In that case, it's time to try another approach. For example, you can change the stimulus materials (a different book) or the reinforcer (stars instead of free time). But you should change only one thing or you won't know what is bringing about improvement.

Schedules of Reinforcement "Once behavior has been established it is more effective to give the reinforcer only some of the time rather than every time. If the child never knows whether the reinforcement is coming, he won't be disappointed on the one hand or bored on the other. The time to shift to partcial reinforcement is before the reinforcer haslost its power ...

Extinction "In some cases, simply ignoring unproductive behavior is effective in extinguishing it. That is, nonreinforcement of a given behavior tends to lead to its extinction."

*The How-To of Behavior Modification PREP suggests the following five steps to teachers who want to try behavior modification techniques in the classroom: 1) Establish "reasonable and ethical goals;" 2) Make specific, clear, and fair rules for the class "with real consideration for the 'input' of pupils" 3) Observe and record behavior; 4) Increase productive behavior; 5) Decrease unproductive behavior.

Using an anecdotal approach, PREP describes the experience of a group of four teachers in the same school who have agreed to try behavior modification. The group idea has advantages. Psychologically, it helps to know you're not alone in unfamiliar territory. Mechanically, it helps to have an outside "observer" sometimes who understands what you're trying to do.

Establishing Reasonable and Ethical Goals "Disruptive children can be managed, but if behavior modification is used to make children conform to a rigid idea of goodness or to squelch creativity or to force sterile compliance, the cost of an orderly classroom may be too high, "the authors warn. In deciding what's reasonable and ethical, the teacher needs to ask herself:

**What kind of student behavior interferes with learning, and what kind is annoying but essentially harmless?

**How much classroom freedom can be permitted without interfering with the rights of other students?

**Should silence be maintained while children are working, or should "reasonable communication" among students be permitted?

**Are classroom regulation for the benefit of the students or for the teacher's comfort and convenience?

**Are you thinking of how the disruptive child can be helped to learn better, not just how his disruptive behavior can be decreased?

Making class rules "Some teachers feel that this approach does not fit their style. "the authors concede, "while others consider it a productive technique. Often a class can participate fully in making its own rules for conduct and the reinforcers that apply to it. The rules can be cooperatively derived, posted in a conspicuous place, and used as a group learning experience." A few hints: Keep the rules short; five or six are enough, fewer for younger children; review them with the class "at times other than when someone has misbehaved."

Observing and Recording Behavior Once you have observed and identified a specific behavior as disruptive, keep an objective record of how often it occurs. "You need to record regularly, perhaps in 15 or 30 minute periods, over a period of several days, perhaps even as long as 2 weeks. This is necessary to establish a baseline, or departure point . . . Later, as you institute techniques to improve the situation, you will want to record again to see if your approach does in fact change the behavior in question. A teacher may need the help of another teacher, parent, classroom aide, or even another student as a classroom recorder.

Increasing Productive Behavior "Catch the children being productive.' This is the crux of the matter . . . Point out productive behavior for the class. Try to praise the children who are paying attention . . . There are a number of words and acts that show approval. Although at first you may feel you're praising so much it sounds phony, it becomes more natural with time. Giving praise for honest improvement isn't phony . . . Devise individualized effective reinforcers for each of your pupils. Each of your youngsters is different, and what may be enjoyable or rewarding for one is not necessarily so for another. Observing what the child does when he can freely choose can give you ideas for positive reinforcers.

"Try contingency contracts. Sometimes teachers and pupils can work out contracts or formal agreements. The standards set down in a contract should not be too high and the rewards not set at too great a distance . . ."

Decreasing Unproductive Behavior "Although it's difficult to do at first, ignoring disruptive behavior often can be very effective in extinguishing it . . . Any behavior that does not threaten the safety of another pupil usually can be ignored. . .

"Some behavior cannot be ignored. The class should know what behavior is clearly out of bounds . . . (and) will result in isolation or expulsion from the classroom . . .

"A general caution on the "how-to" of behavior modification is: Don't try to do too much. By attempting too many changes at once you can fail to achieve any of them. Difficult problems should be discussed with someone who has had experience in this kind of technique. Look to resource materials and knowledgeable consultants for specific suggestions. The consultant will be in a far better position to help you if you have operationally defined, observed, and recorded samples of the behavior about which you are concerned.

For PREP Kit #18, produced by USOE's National Center for Educational Communication, "Reinforcing Productive Classroom Behavior--a Teacher's Guide to Behavior Modification," contact the PREP representatives in your own state department of education.

D. As a part of the counseling team

Much of this role was discussed under the team approach in methodology. Because the teachers are in such close contact with the counselor through team meetings and classroom visits, the teachers will naturally become an arm of the counselor and they will deal with students in a similar manner. Any prescription which can be observed as helping a student can be implemented by the entire team, the counselor, and the unit director.

E. As a member of a team

Each teacher in an academic area will be a member of a team with all the special teachers actually being a part of all teams since they will have all the students in school "C" in class.

The teacher will be responsible to the team in terms of observing behavior, attitudes and attitude changes, interest, and motivation in his students so that he may be prepared to discuss and hopefully resolve that which is pertinent.

From each team the teachers themselves will choose their own team leaders. Since it is critical that the team leader be considered as extremely responsible and posess leadership qualities, I decided to permit each team to choose its own team leader. These teams will choose the person they feel can best effect the team concept and they will have more of an investment in their teams and team leaders since they had the power to control in which team they are and to decide who the leader will be. By sharing the power in such decisions, I increase faculty involvement and display the concept that we are a team with a specific goal: helping our students.

F. Teacher in extra-curricular activities

Our school will have an activities director who will coordinate all activities and organizations in our school.

We will also have a publicity manager who will serve several functions. He will be in charge of our school newspaper, he will be responsible for disseminating any knowledge or news about our school to the community, and he will coordinate our part of the yearbook which is shared by all three little schools.

VI. ROLE OF THE COUNSELOR

A. To do individual counseling within the school.

B. To consult with teachers regarding students, curriculum, and methodology.

C. To chair the policy committee (see discipline).

D. To conduct group counseling sessions to meet the needs of the students. These groups may be discussion, task-oriented, sensitivity, or process.

E. To help the unit-director with the primary focus of the counselor dealing around affective issues.

F. To be a member of the advisory committee to the unit-director.

G. To help students determine their course selections by running small groups on course selection and course interest.

H. To house all records and reports of student progress.

VII. SCHEDULING

A. Each class will be approximately fifty minutes in length with an additional ten minutes attached to period I for role to be taken and announcements to be read. This eliminates the homeroom period and gives me more time to be used in a more constructive manner.

B. The school day will consist of seven periods.

C. Each of the periods can be used as blocks of time in the seventh grade since these students will move by section around a team of teachers.

D. The student class load is greatly determined by which grade he is in (consult curriculum insert sheets).

E. The teacher will teach five regular classes and will be available to teach mini courses and to assume other school duties (ex. cafeteria duty).

F. The students of our school will eat in Cafeteria B. Each lunch period will be approximately twenty minutes in length. With three such periods, I can feed my entire study body in one hour.

G. To begin scheduling my school, I must first obtain a master schedule of when my students can use those areas designated as shared. From there I can build my individual student's and teacher's schedules.

H. Seventh Grade Scheduling.

1. Students in our seventh grade will travel in sections. I am trying to ease the great change from the elementary self-contained classroom to the previous individual scheduling and changing classrooms and teachers as was the case. By having these students travel by section and be blocked around a team of teachers, the transition from elementary to junior high school will be less traumatic.

2. I will have approximately 150 students in my 7th grade. This population will be split into five heterogeneous sections of approximately thirty students in each section.

3. My primary focus in scheduling this grade is to attempt to make the elementary-junior high school transition much easier than was the case previously.

I. Eighth Grade Scheduling

1. Eighth graders will be individually scheduled to provide for the increase in electives at this level and to initiate more responsibility placed on the student as an individual. Individual scheduling also affords the student contact with many more of his peers during the school day.

2. All eighth graders will have the same team of teachers, but they will have these teachers with different members of their eighth grade class.

3. Total 8th grade population is approximately 150 students. Considering placement into various electives and into the shared areas, I estimate a class size of about 26 at this level.

J. Ninth Grade Scheduling

1. The emphasis at this level will be on the transition from junior to senior high school.

2. Many electives and alternatives in required courses are offered on this level (see curriculum inserts).

3. Students will also be given an opportunity to demonstrate their responsibility by having time during the school day to talk and meet with other students on an informal basis.

4. The team approach will be used as much as is possible on this level. Because of the abundance of electives, the teams will not be as rigid here as they are on the other two levels.

K. Tentative Time Schedule

1st period	8:40 - 9:40	(additional 10 minutes)
2nd period	9:40 - 10:30	
3rd period	10:30 - 11:20	
4th period		
4A	11:20 - 11:40	two blocks during 4th period
4B	11:40 - 12:00	
4C	12:00 - 12:20	
5th period	12:20 - 1:00	
6th period	1:00 - 1:50	
7th period	1:50 - 2:40	

1. With the addition of approximately 20 minutes to move among classes, the students' day should end at 3:00.

2. Teachers will have from 3:00 to 3:40 each day to meet in teams, to meet by academic area, to help individual students, to hold parent conferences, or to have a faculty meeting of our school.

3. Student's day 8:40 to 3:00

4. Teacher's day 8:35 to 3:40

VII. ORGANIZATIONS AND ACTIVITIES

A. Purpose of:

These extra-curricular activities and organizations will provide for the total involvement of the student in a social atmosphere. We believe this phase of our total program is extremely important because it provides students with an opportunity to interact and to work with others in a more informal atmosphere. This area lends itself to the social growth of the students. Previously we attempted to provide for the emotional and academic needs.

By creating more school related interests for the students, we anticipate that the students will have a better opinion of the school and conceive of the school as a group of people who are interested in meeting all of their needs. Changing students' negative attitudes toward school has been a pervading concern of much of this paper. These organizations and activities are means by which we as educators can meet informally with the students and hopefully create for students a more positive outlook toward school.

This area of our program also reinforces a feeling of belongingness. Students will feel a part of a smaller group, and they can identify with the school through the organizations and activities of our school.

B. Kinds of:

1. Athletic programs will be shared by all schools with the exception of intramurals which will be unique to each school.

2. Our school will have its own newspaper run by the students under the supervision of the publicity manager.

3. The student government will coordinate these organizations and activities with the Activities Director and they will be the liason between the students and administration just as the team leaders will be the liason between the teachers and the administration. Lines of communication will be open by means of the school senate which will be composed of these students, the team leaders, the counselor, and the unit-director.

4. Since the athletic programs are largely, but not completely dominated by males, a Y-Teens will be instituted to meet female needs. Through this organization can come a "pep club" for athletic events.

5. We also plan to open a "student store" in our school. Space has already been allotted for this purpose, and it will be run by the students and activities director. Initial capital for the purchasing of items will be obtained through fund raising activities at the beginning of our school year. (Ex. dances, bake sales, car washes, etc.). Selling of items such as gym bags, T-shirts, sweat shirts, and book covers with our school name on them will increase the unity of our student body and enchance the feeling of belongingness.

C. Summation

The activities and organizations just mentioned are by no means the totality of our range in this facet of school life. These are simply a few which came readily to mind. Any other concepts can be implemented as the students and/or the faculty feel necessary. However, all such institutions should come through the coordinator of this integral part of school life; namely, the activities director.

VIII. STUDENT INVOLVEMENT IN THE SCHOOL AS A TOTALITY

A. An advisory committee of five students is functioning to get feedback from the student body around curricular and mini-courses.

B. This same committee will meet monthly with the counselor and unit-director concerning student and school affairs. I believe I should mention that this committee also has representation from all the elementary schools which feed into our school.

C. The student government will be the voice of the student body and will initiate activities and functions of student interest.

D. Our rules and regulations committee designed as an advisory committee to the unit director in this area also includes five students as well as teachers, community people, and our counselor. This committee is presently functioning, but its orientation is the future in terms of the next school year.

E. As was previously mentioned, a school store run by the students and supervised by the activities director.

F. Presently our school is designated only by letter, namely, the letter "C". I purposely did nothing to attempt to name our school. I felt that those students, as well as those members of the faculty, who are a part of our school should have a share in making that decision. Consequently, we will be designated as "school C" until we can implement a system for choosing a name. This will be done early in September of the 1971-72 school year.

IX. COMMUNITY INVOLVEMENT

A. In the past two months we have formed parent-teacher-student organizations (PTSA) for each of our "little schools". Although we are still in the organizational stages of development; I tentatively plan to meet with school "C's" PTSA monthly to discuss our school and to listen to the concerns of the parents and students. William Polk, our district's school-community relations director, has been extremely instrumental in implementing this program and in helping me personally in this area.

B. From our PTSA I would like to get a random sample of the community to meet with me to discuss what they see as the needs of the community for the purpose of future curriculum development. This will not be necessary, however, if this type of dialogue becomes part of the general PTSA meetings.

C. Three community people are presently serving on the advisory rules and regulations committee mentioned in the previous section.

D. We also would like to get community involvement <u>during</u> our school day. Some of the areas of participation will be:

1. Helping the librarian.

2. Tutoring students who are having academic difficulties.

3. Serving as resource people.

4. Helping individual teachers (teacher aides).

X. ORIENTATION OF STUDENTS, PARENTS, AND COMMUNITY TO OUR "SCHOOL WITHIN-A-SCHOOL" CONCEPT

A. As was previously mentioned, we have the beginnings of a PTSA now. Starting next year, this group will be meeting monthly in the evening to discuss issues relevant to parents, teachers, and students concerning our school.

Presently, this group is meeting on the basis of informing the community as to why we are reorganizing, what advantages this new system will have for students and how we are going about this reorganization.

B. Through the efforts of our publicity manager and his staff of students, we will begin to publish monthly fliers for the parents and general community.

C. I am in the process now of putting together a folder about our school. This folder will be distributed to each student in our school. The contents will contain much of what is written in this paper.

D. Student orientation will be before the end of this school year. Our counselor is meeting with groups of students who presently attend our junior high and who will be in school "C" next year. Those sixth grades from the various elementary schools which feed us will be visited by the counselor and by me to discuss our new school concept and to attempt to involve the elementary PTA's in our program.

E. A few days before school begins in September, our school will run a day and an evening orientation program in our school. The community as well as the students will have the opportunity to visit with us, talk about our school, meet our faculty, and see the physical plant.

XI. DISCIPLINE

A. An advisory committee has been established and is presently functioning around school policy (rules & regulations). This committee is composed of five students, two teachers, four community people, and our counselor who serves as chairwoman.

This committee was instituted for various reasons:

1. To establish those rules which are vital to a school's functioning.

2. To suggest only those rules which are necessary.

3. To get more involvement in decision making processes.

4. To make students more responsible in observance of these general rules since they shared in instituting them.

B. Generally, we are trying to take a positive approach to discipline. Any behavior considered "poor" will be dealt with in an attempt to help the student not to punish him. Physical punishment tends to stop poor behavior, but it does nothing to increase or reinforce positive behavior. Our focus will be on reinforcing positive behavior. (Ex. by praise, smile, etc.)

Through the committee previously mentioned, on attitude of prevention rather than solution will prevail. We also recognize that uninteresting, non-challenging, irrelevant, and impersonal attitudes of educators and toward classroom atmosphere will engender negative behavior. Understanding this, we decided to develop new methodologies (Ex. contingency, contracts) to institute the team approach, to focus on teacher attitudes in our faculty meetings, and to develop relevant, meaningful curriculum.

C. By cooperation of everyone involved in our school and by treating each other with dignity and self worth as individuals, we hope to foster an atmosphere of warmth and sincerity. Schools can be fun.

XII. EVALUATION

A. Of Students

Our school will have report cards distributed every nine weeks. These cards will have space for the traditional letter grade, but unlike what was previously used, our new cards will contain space for comments on conduct, participation, motivation, and other personal comments concerning the individual student. Other additional comments could be what the teacher is doing to help the student and possibly an attachment indicating how the team around which the student is scheduled is trying to help him. Reporting progress must include something other than a purely objective, sterile letter grade. We feel this personal touch will be a better system than was previously in use. The emphasis on evaluation around students will include his social and emotional adjustments and progress as well. Each team will staff its students along those issues, the criteria being observation in classrooms, personal contact, and contacts which the team has had with the student in the form of meetings over a given period of time.

B. Of Faculty

Each faculty member with a permanent certificate will be formally observed once a semester and each member possessing a temporary contract will be formally observed twice a semester. All formal interviews will be done by the unit director. The purpose for these observations is a little different than what it had been. I see them as being healthy in the sense that they are not strictly to evaluate, but they will be to help and to assist the teachers whenever possible in a non-threatening situation. Each observation will be followed by an individual conference with the teacher to discuss areas where he might improve, and to suggest alternatives that he might use to achieve the desired affect. It might be important to note here that we as members of school "C" have dealt with observations. We decided that we would choose to make them more like visitations to share our ideas and discuss our concepts. We also plan to do some team teaching which will provide each teacher with a partner. They can deal with each other about educational issues and each will receive some peer input into his own actions and methods in teaching situations.

The counselor also will be involved indirectly. That is, she will coordinate individual and group meetings with the teachers concerning teacher's roles, how these teachers see the role of students, and how and under what conditions learning takes place. As a result of these meetings, teachers will be in a better position to self-evaluate themselves.

C. Of Curriculum

A great deal of our evaluation around curriculum will be based on teacher experience of student interest and motivation and feedback of the students themselves concerning what is relevant for them.

If our elective courses do not evoke interest from the student body, we will abandon them in support of others which do evoke such interest. We cannot eliminate those subjects which are required, but we can differ our approach and techniques until we discover something that illicits some energy toward more involvement. As I see it, feedback from the students and teachers is the leg to curriculum evaluation.

D. Of General Program

Evaluation of our entire school will be a continuing, on-going process. Our house senate will meet periodically to discuss where we are in certain areas, where we would like to be, and how can we enjoy getting there.

Behavior and the attitudes and values of our students is most important in this evaluation. If students are conducting themselves maturely, motivated to learn and to get involved, recognizing that everyone is important, and feeling free to express themselves then we are successful; or at least we are striving toward success as each of these areas of concentration improves.

ADDENDUM

Orientation of Students

One additional step to those already taken in this area is the visitation to each of school C's elementary "feeder" schools. Our counselor is presently visiting each of these schools to inform these students directly about our new reorganization and to answer any questions they might have. With the counselor on each trip are two students who have come to the junior high from that elementary school. These students will also talk about our school and discuss school "C" from the student's point of view. This team of students and counselor will also show slides of our school and of our teams to familiarize these students with our physical space and personnel.

QUOTES

1. "Developing Programs for Young Adolescents" (Washington, D.C., NEA, 1954), p.21.

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3. Robert D. Ramsey, Owen M. Henson, Harold L. Hula, The Schools Within A School Program (West Nyack, N.Y.: Parker Publishing Company, Inc., 1967), pp. 46-47.

4. Leslie W. Kindred, editor, The Intermediate Schools (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1968), pp. 76-77.

5. IBID, pp. 80-81.

6. Robert D. Ramsey, Owen M. Henson, Harold L. Hula, The Schools Within A School Program (West Nyack, N.Y.: Parker Publishing Company, Inc., 1967), p. 42.